2004 Operations Workshop

Welcome to 2004 Operations Workshop! Activity on our waterfronts and adjacent seas has increased by a wide margin and is continuing to grow. This activity raises the probability that our national resources may be fouled by the addition of pollutants which may be hazardous to the flora, fauna and/or humans. The responsibility of monitoring and managing the actions that must take place before, during and after an intrusion of foreign substance into the environment falls within the jurisdiction of the US Coast Guard. This includes coastal waters, estuaries (i.e. bays, lagoons etc.) and lakes. In facilitating the 2004 Workshop, you will be educating our crews and coxswains in recognizing and reporting imminent or occurring pollution scenarios. This will assist the Coast Guard by forewarning them as to the cause and status of the situation in progress.

This year we will concentrate on the actions that boat crews should take if they encounter an unknown substance in the water. We will call this "First Responder" training. Operational vessels patrol areas frequented by both pleasure and commercial vessels. We have a reasonable chance of being a First Responder to situation which could potentially harm humans and/or to the environment. It will be our responsibility to report as much data as we can to the Coast Guard (or the appropriate authority) about the incident.

This workshop will prepare you to obtain this data and have it available to the Coast Guard (or the appropriate authority) in a timely and efficient manner. This training is not designed to provide the designation of a **Pollution First Responder (PRA)** as defined in COMDTINST 6260.31, but rather to provide additional guidance to crews should they come across a potential pollutant. The workshop we will cover the following topics:

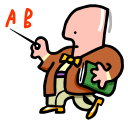
- Identify the roles and responsibilities of a First Responder
- Define the types of pollutants, where they originate from and how to identify them
- Explain the nature of a hazardous pollutant and how to respond
- Review Team Coordination concepts in an interactive sea story

Optional

- Explain how to complete the required operational forms

As you participate in this workshop, remember to "adapt, not adopt". Local conditions will impact the execution of any mission!

Section 1: What is a First Responder?



Note to the Instructor: As you facilitate the 2004 Operations Workshop, keep in mind that the Auxiliarist's role will be to remain alert and attentive to potential environmental pollutants. The Coast Guard or other agencies will be called in to respond and assist if there is an environmental spill or damage. Stressing the appropriate Auxiliary role and actions is critical for this topic.

Instructions	What to Say to the Participants
Say or read to the participants 	Protecting our resources and keeping our waters safe and clean for both the recreational and the commercial boater is a primary mission for the Coast Guard. Consequently, it is an important for the Auxiliary to assist the Coast Guard in this mission. Today's Operations Workshop will provide you with an overview of First Responder training so you are prepared to safely provide critical information to the Coast Guard.

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Instructions	What to Say to the Participants
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value! 	**What is a First Responder?** ***Anticipated responses:*** • The first one on scene • The first one to be deployed • The first one to answer the call
Say or read to the participants 	Those are all great responses! For the purposes of our discussion, we will define a **First Responder** as: **"One who is likely to witness or discover a pollutant being introduced into the environment."** Based on this definition, Auxiliarists could very likely be in a position to act as a First Responder. It is important to be sure that Auxiliarists have the knowledge and training to handle these situations safely!
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value!	So the next question that we need to ask is: **What is a pollutant?** ***Anticipated responses:*** • Oil or fuel • Floating debris • Human waste. • Chemicals .
Say or read to the participants 	Thank you for your responses. Most people think of a pollutant as a dirty or harmful "something" in the water. A pollutant defined as: **Something that is introduced to the environment which is not indigenous to the environment.** So, the items you mentioned when I asked you the question a moment ago and things such as hot water from power, plants or algal blooms (brown tide), introduced exotic species etc. are all examples of pollutants.

<table>
<tr><th>Instructions</th><th>What to Say to the Participants</th></tr>
<tr><td>Say or read to the participants
  </td><td>By now you may be asking yourself "But what do you want me to do?" The fact is, you have much more to learn! But if there is one message you should remember after you leave the seminar today, it is:

There is a defined procedure in place to deal with a pollution incident from discovery to resolution.

So, what is that defined process? The following table illustrates the levels of response.

<table>
<tr><th>Level</th><th>Function</th></tr>
<tr><td>Awareness</td><td>• Recognize potential problems from a safe distance
• Notify the Coast Guard (or local authorities if the Coast Guard is not readily available)
• Standby at a safe distance, keeping other boaters out of harm's way</td></tr>
<tr><td>Operations</td><td>• All of the functions of the Awareness level, plus…
• Contain pollutant</td></tr>
<tr><td>Technician</td><td>• Trained to stop release</td></tr>
<tr><td>Specialist</td><td>• Responds with the support technician
• Trained in the specific substance</td></tr>
<tr><td>Incident Commander</td><td>• Assumes command at the incident scene</td></tr>
</table>
</td></tr>
<tr><td>Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value!
  </td><td>At what level of response is an Auxiliarist expected to act?

Anticipated responses:
• Awareness
• Operations, with proper training

The only level of response that is appropriate is Awareness. Other agencies are better equipped and trained to do evaluation and control of a pollution incident.

Now, we will discuss the various pollutants you might encounter.</td></tr>
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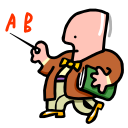
Section 2: Pollutants



Note to the Instructor: This section will introduce the participants to the various pollutants they might encounter, as well as the ramifications of those pollutants in the environment. Because many of the pollutants mentioned in this section are harmful, stress that everyone should remember that caution is essential!

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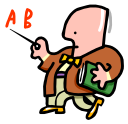
Instructions	What to Say to the Participants
Say or read to the participants 	You will be patrolling in areas with heavy pleasure and commercial boat moorings and/or traffic; therefore will have a high probability of observing pollution occurrences. As an Auxiliarist, you should be aware of what you might encounter, and what you should do.
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value! 	**What types of pollutants would an Auxiliarist be apt to encounter while on patrol?** ***Anticipated responses:*** • Human waste • Oil spill • Illegal discharge • Algal blooms • Floating hazards to navigation • Hazardous materials
Say or read to the participants 	Those are great answers! Pollutants may enter the environment from a: • Point Source: A specific point or source easy to identify, monitor and regulate • Non-Point Source: A wide variety of sources unconstrained in movement (ex: storm run-off)
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value! 	**Where might these pollutants come from?** ***Anticipated responses:*** • Sewage treatment plants • Other boats • Marinas • Power plants **How would they harm the environment or humanity?** ***Anticipated responses:*** • Destroy breeding grounds for fish • Make water unsafe to drink • Reduce area for recreation • Introduce harmful toxins **Would you like to see the extent of the possible damage?** Let's take a look at some potential pollutants in the following table.

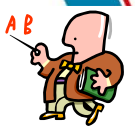


Note to the Instructor: Review this table with the participants.

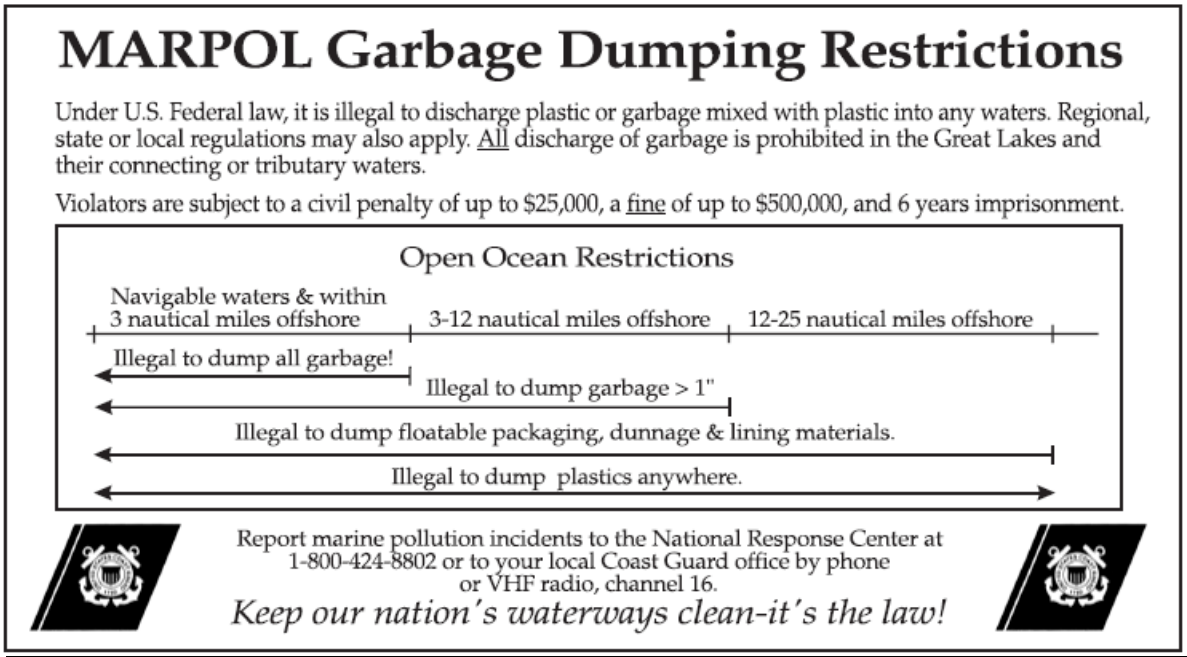
Pollutant	Source	Harmful Effects	Detection
Human waste	• Illegal boat discharge • Sewage plant failure	• Bacteria infiltration (E coli) • Esthetic appeal	• Odor • Visual • Chemical analysis
Oil/Gasoline	• Oil spill • Illegal discharge • Fire hazard	• Death of flora and fauna • Noxious, slippery coating • Disruption of the bottom ecology	• Sheen on the water • Odor • Burning eyes • Burning nose
Algal bloom (from excess nitrogenous waste)	• Run-off from land	• Large growth of certain organisms • Depleting food and oxygen • Large die-off off of certain species	• Odor • Visual • Chemical analysis
Flotsam	• Vessel, dock and/or pier wreckage	• Hazard to navigation	• Visual
Exotic species	• Illegal dumping of ballast tanks	• Disrupt the ecology of the area	• Visual
Hazardous*	• Illegal spillage or leakage of discharge	• Unreasonable risk to health, safety and property	• Visual • Burning eyes • Burning nose

* covered in greater detail in Section 3

Instructions	What to Say to the Participants
Say or read to the participants 	Steps have been taken to manage discharge of oily wastes and garbage from ships. Ships are required by International Convention for the Prevention of Pollution from Ships (MARPOL 73/78) and US laws and regulations to comply with waste discharge requirements set out in the various annexes of MARPOL 73/78. MARPOL 73/78 is a Convention of the International Maritime Organization (IMO), a special agency of the United Nations. The MARPOL restrictions are illustrated on the following page.



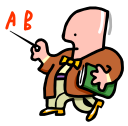
Note to the Instructor: Review this illustration with the participants.



Instructions	What to Say to the Participants
Say or read to the participants 	With respect to the MARPOL requirements: • Note that boats 26 feet and over must have the above placard displayed. Boats 40 feet and over must also display a written trash disposal plan. • Also boats 26 feet and over with an engine compartment must display a pollution placard noting that it is illegal to discharge oil or oily waste. • We are probably all familiar with these regulations as they appear in the Vessel Safety Check Requirements.
Say or read to the participants 	So now that you understand a bit more about pollutants, what should you be looking for? Here are some suggestions. • Oil in the water, booms or clean-up equipment • Calmer areas on the water (oil on the water reduces wave action) • Unusual water fowl activity which might indicate foreign substance/fish kills in the water • A wrecked or beached vessel • Dark streaks on the side of a vessel that may indicate a recent spill over the side • Unusual activity on the deck of a vessel, on a pier or on a beach that may indicate a spill • A vessel listing deeper than the load line • Vapor clouds or smoke (or a strange or unusual odor) • Overboard discharge from a vessel or discoloration in the water • Unblanked hoses or manifold on a water front facility pier • Runoff from storm sewers, banks and shorelines after rainfall

Instructions	What to Say to the Participants
Ask the participants the following question. Be sure to listen closely to the responses. Remember, all responses to your question have value! 	**What other kinds of things should you be looking for while on patrol?** ***Anticipated Responses:*** • Responses will vary **What do you think you should do if you come upon a spill?** ***Anticipated responses:*** • Call the Coast Guard or local authorities • Try and determine the size of the spill • Try to determine the source of the spill • Try to identify the odor (the facilitator should point out that if the crew is close enough to differentiate noxious odors, they should take the vessel to a safe distance from the spill)
Say or read to the participants 	Great responses! Here are some things you should try to SAFELY determine if you suspect a spill: • Location of the incident • Body of water affected or threatened • Material spilled, if known • Estimate of quantity spilled • Size of slick or sheen • Source of the discharge • Actions being taken on scene, if any How is this done in a safe manner? The Auxiliary vessel should be positioned upwind of the spill and a fair distance away. This is the type of information that will help the proper agencies take appropriate and timely action!
Say or read to the participants 	That concludes our review of the various pollutants and the law designed to protect the environment (MARPOL). Next, we will discuss Hazardous materials and how to avoid them!

Section 3: Hazardous Materials



Note to the Instructor: Especially in busy commercial shipping ports, there is always a possibility of encountering hazardous materials in the water. This section will help the participant *recognize and avoid* hazardous materials so that the spill can be cleaned up by the appropriate agencies.

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Instructions	What to Say to the Participants
Say or read to the participants 	The thought of encountering a hazardous material in the water is frightening! And yet, however small the possibility, we must be able to recognize hazardous materials so that we can avoid it! Let's get started!
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value! 	**What is a hazardous material?** ***Anticipated Responses***: • A dangerous substance • A material that can hurt and/or kill you • A substance that could explode or burn • A poisonous substance
Say or read to the participants  	All good answers! A hazardous material is defined as: **A hazardous material is a substance or material capable of posing an unreasonable risk to health, safety and property.** It is important to stress that you are **NOT** to put yourself, your crew or your operational vessel in harm's way! There are agencies with trained personnel that must be called in to secure the area and clean up the spill. There are several different types of hazards that could potentially pose a problem. Those hazards include: *Site hazards:* • Fire hazard • Biological • Explosive dangers (improper storage, etc.) • Radiation • Unstable debris • Leaks *Environmental hazards:* • Storms • Droughts
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value!	**How would you approach a potentially hazardous incident?** ***Anticipated responses***: • Carefully! • From upwind • Stay clear of vapors, fumes, spills or smoke

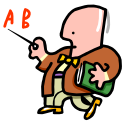
Instructions	What to Say to the Participants
Say or read to the participants 	Most of all, the coxswain and the crew must maintain **situational awareness** at all times. This means being alert and aware of your surroundings and small changes that may indicate a shift in the situation. Part of that situational awareness is the ability to spot and recognize signs and placards that indicate hazardous materials. We'll be talking about that next.
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value! 	**What are some ways we might use to determine what the hazardous material is or to what chemical family, ex. acid or base, flammable or explosive, etc., it belongs to?** ***Anticipated responses***: • Container Shapes and colors • Occupancy/Location • Place cards and labels • Shipping papers and Material Safety Data Sheet (MSDS) • Senses, gasoline smell, sulfur containing compounds smell like rotten eggs
Say or read to the participants 	The Department of Transportation (DOT) has divided hazardous materials into classes: Class 1: Explosives Class 2: Gases Class 3: Flammable liquid Class 4: Flammable solids, spontaneous combustible, dangerous when wet Class 5: Oxidizers and organic peroxides Class 6: Toxic materials and infectious substances Class 7: Radioactive materials Class 8: Corrosive materials Class 9: Miscellaneous dangerous goods
Say or read to the participants  **Note:** The accompanying slides will illustrate the colors of the hazardous material placards.	Here are some of the hazardous materials placards that you might observe! However, be mindful that you should only approach a container to identify a product at the direction of the controlling station. **Note:** These illustrations are to show participants what the hazardous placards look like. Do not attempt to "teach" hazardous material handling to participants.

Instructions	What to Say to the Participants
Say or read to the participants 	**Class 1: Explosive 49 CFR (HM181)** EXPLA*  *Reference 49CFR/ICAO/IATA for additional combinations **Class 2: Gases** LPHMP4  LPHMP6  LPHMP6TG  LPHMP5  LPHMP2IH  **Class 3: Flammable Liquids** LPHM3  **Class 4: Flammable Solids** LPHMP4SCM  LPHMP11  LPHMPWRM 

Instructions	What to Say to the Participants
Say or read to the participants 	**Class 5: Oxidizer & Organic Peroxide** LPHMP12  LPHMP13  **Class 6: Poisonous & Infectious Substances** LPHMP6T  LPHMP6H  LPHMP6IH  **Class 7: Radioactive** LPHMP15  **Class 8: Corrosive** **Class 9: Miscellaneous Dangerous Goods** LPHMP16  CLASS9P  **For Mixed Loads** LPHMPI 

Instructions	What to Say to the Participants
Say or read to the participants 	Remember, this information has been provided to you so that you can recognize a potentially dangerous situation**. Do not attempt to intervene except to quickly alert the authorities.** Do not put yourself or your crew in any danger! Now, we will begin our review of Team Coordination Training with the help of an interactive sea story!

Section 4: Interactive Safety Sea Story



Note to the Instructor: he following case is a fictitious account of an Auxiliary vessel on a multi-mission patrol. The goal of this exercise is to examine the factors and decisions involved in risk management and team coordination.

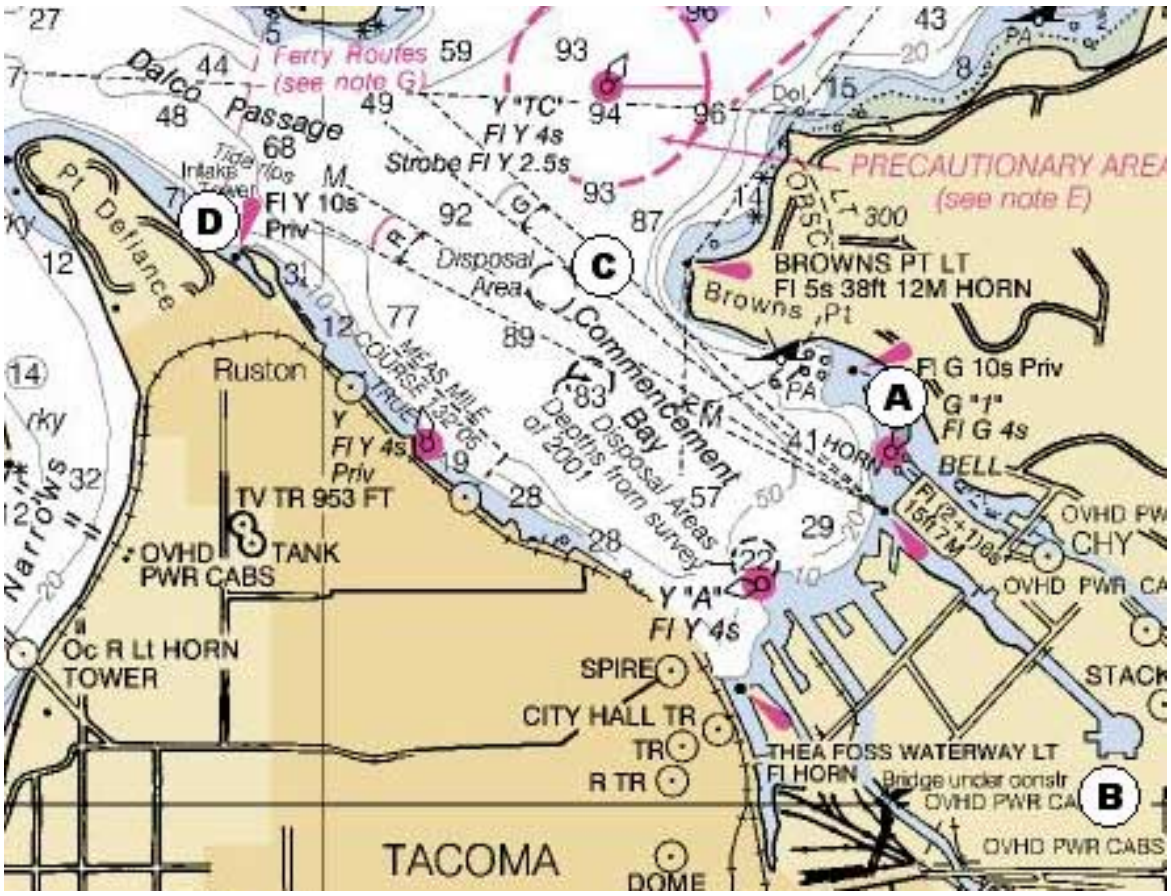
Although the crew, facility, missions, and patrol are fictional, the basis for concern is not. Participants are encouraged to focus on the team coordination issues when discussing this case and avoid focusing on more technical concerns.

While this fictional case is loosely based on the area of the Port of Tacoma in Washington (D13), no assumption should be made that this case reflects actual facilities in that area or local operating procedure.

Instructions	What to Say to the Participants
Say or read to the participants 	You have decided to undertake a normal scheduled safety patrol on a late September weekend on Tacoma, WA on Puget Sound. The case information is as follows: Auxiliary Operational Vessel Facility Data • 30 foot Tollycraft sedan cruiser with a fly bridge • dual inboard gas engines • fully outfitted • no P1A or similar dewatering pump • draft 30 inches • cruising speed 23 knots, maximum 28 knots. • vessel characterized with a short cockpit with side superstructure that obstructs cockpit access from the side.  (photo of similar vessel)

Instructions	What to Say to the Participants
Say or read to the participants 	Location Data • Port of Tacoma, Washington • Commencement Bay (southern Puget Sound) • Point Defiance • NOS chart 18453

Chart of the Mission Area



Instructions	What to Say to the Participants
Say or read to the participants 	Additional data about this case includes: Environmental Conditions • NOAA forecast: Clear, lows in the upper 40s to mid 50s, highs in the upper 70s to mid 80s. North Winds 10-15MPH. • Marine forecast for all of Puget Sound: North wind 10-20 knots, wind waves 1-3 feet. • Water temperature 56.3 degrees F • NOAA predictions: Low tide in Commencement Bay 12:28PM 2.1ft, high tide 06:51PM 12.3ft

Instructions	What to Say to the Participants
Say or read to the participants 	Crew Data (crewman can indicate male or female): • Auxiliary coxswain; age 64; 10 years of experience • Auxiliary crewman; age 55; 1 year of experience • Auxiliary crewman; age 52; 5 years of experience • Auxiliary crewman; age 47; 4 years of experience Time: 1400 hours The facility is located at Tynee Marina (location 'A' on the chartlet). The coxswain/owner has prepared the facility with correct flags and signboards. The crew arrives over a short time period; two just walk over from their own vessels in the marina after changing into proper uniform. Because the water temperature is below 60 degrees (but above 50 degrees), anti-exposure work suits are required. The 52-year old crewman is coughing enough for all the crew to notice. The crewman takes an over-the-counter medication bottle from his pocket and swallows some pills. Upon arrival to the vessel, the coxswain begins the pre-underway brief.
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value! 	**What items should be covered by the coxswain in the pre-underway brief?** ***Anticipated responses:*** • The mission or type of patrol • The anticipated timeframe of the patrol • Location of safety items (like fire extinguishers) and rescue equipment • Training to be accomplished • Crew assignments
Say or read to the participants 	Right on target! Let's look at the general types of information that needs to be communicated in the brief. • provide information to others in advance • identify potential or existing problems • demonstrate awareness of task performance • communicate course of action to follow in specific situations • stimulate an ongoing awareness of mission status In this situation, let's talk about an issue that will affect mission performance. The coxswain needs to be concerned about the health of the crew (and the crew needs to be aware of medical issues of the coxswain). It is clear that one of the crewmen may be physically compromised and may not be perform duties expected of a crewman. Lots of things may affect human performance. Certainly, if there is a limiting physical or mental condition, that should be made clear to the coxswain. However, there are lots of things that affect performance that may not be as obvious as disability.

Instructions	What to Say to the Participants
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value! 	**What are some factors that can affect performance and lead to poor personal performance?** ***Anticipated responses:*** • cough and cold medications • prescription medications • known medical problems (stroke, diabetes, seizures, etc.)
Say or read to the participants 	Those are all correct. Thanks for your responses! Keep in mind that there are lots of things, some pretty subtle, that can affect your mission or task performance. Consider some other things that can affect your "adaptability and flexibility" during the mission. • Fatigue (acute - like "up all night coughing, or chronic - like overwork) • Recent consumption of alcoholic beverages • Hazardous thought processes (macho, invincible, etc.) • Stress (illness in the family, work related change, problem with kids, etc.) Disclosure of any potential limitation is a good way to prevent possible mishaps and failed missions. Another "best practice" is to exchange contact information among crewmembers. In the event of any injury or illness, the appropriate person can be contacted. **Back to the sea story….** The coxswain suggests that the ill crewmember stay ashore, which is well-received by the crewmember. There is still an adequate number of crew (this is one reason to schedule patrols with more than minimum crew count). The coxswain calls STA Seattle via his cell phone and reports the names of all aboard. While on the telephone, STA Seattle says that the Puma King, an inbound automobile carrier ship (200 meters long), is transiting the Vessel Traffic System Puget Sound. It was reported to the station that the Puma King pumped some bilge water that produced a noticeable sheen. MSO Puget Sound has two representatives in the Port of Tacoma, and the station asks the facility to pick up the MSO representatives at the Pierce County Terminal at the end of the Blair Waterway (location 'B' on the chartlet) and bring them out to the ship Puma King, now at the federal general anchorage in Commencement Bay. The station reports that their 41' boat is in transit from Seattle, and will rendezvous with the facility to transfer the MSO representatives for the remainder of their investigation.

Instructions	What to Say to the Participants
Say or read to the participants 	The Auxiliary vessel gets underway to the end of the Blair Waterway. The Pierce County Terminal is a commercial terminal for unloading bulk cargo ships, and is not intended for small vessels to moor. There is a metal ladder on one part of the terminal. This is about half tide, so there is about six feet of the ladder exposed that has slippery growth on the ladder. The two Coast Guard representatives are at the top of the ladder, waiting with their orange work suits on. The coxswain maneuvers the vessel so that the short cockpit is alongside the bottom of the metal ladder.
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value! 	**What kind of risks are there in trying to transfer personnel at commercial facilities?** ***Anticipated responses:*** • Lack of small boat mooring, no way to secure the vessel • Ill-used ladders often with marine growth below the high tide line • Pilings with protruding metal fittings or large barnacles that will damage a small vessel if thrown against them, or injure a crewmember who comes into unplanned contact • Waves and wakes might be sudden problems, commercial piers often are not as sheltered as small boat marinas • Auxiliary facility may not be suitable for embarking from a ladder to the side of the facility; there may be no handholds, or deck, or suitable steadying location in making the transition from pier to vessel • The number of Auxiliary crewmembers aboard may not allow for both attempting to fend off or secure the vessel, and simultaneous assist personnel in boarding. • Auxiliary boat crew training doesn't provide any training for transferring personnel
Say or read to the participants 	All right! You nailed that one! Historically, the towing evolution carries the greatest risk for Auxiliary surface crews. As we take on additional tasking, we can be asked to do new evolutions. We may be asked to put the vessel in a position that brings new challenges. The MSO personnel may be familiar with commercial piers and vessels, but many Auxiliary crews are not. There are many new skills to develop as we increase our presence in Homeland Security tasking. Some of these skills include: • Anticipating hazards at commercial docks and facilities • Evaluating weather elements at commercial facilities, which may not have the kind of shelter seen at recreational marinas • Personnel transfers (stationary or underway) are not part of the Auxiliary boat crew training program and it is a skill which will need to be learned and practiced.

Instructions	What to Say to the Participants
Ask the participants the following question. Be sure to listen closely to the responses. Remember, all responses to your question have value! 	**How can the coxswain minimize the risk of the personnel transfer at this commercial pier?** ***Anticipated responses:*** • The coxswain could elect to cancel the transfer and let the coming 41' station boat handle the entire mission. Our desire to assist the Coast Guard should not outweigh risk factors. • Look for a less risky transfer location. The odds of finding something truly suitable at a commercial terminal aren't high. • Consider which part of the Auxiliary vessel is best for the transfer location. The bow is usually much higher than the cockpit, and may offer railings as well as that higher location to step off the ladder, and stabilize on the boat. The risk of damaging railings or injuring crewmembers that could be caught between the railing and the commercial terminal might be high.
Say or read to the participants 	All good suggestions, thank you. Remember that **any** evolution carries risk, the crew's job is to **minimize risk and determine if they will then accept or reject the assignment.** **What did this crew do?** The coxswain evaluates the situation, briefs the crew on both expected maneuvers and possible emergency maneuvers, and the facility safely takes the MSO Puget Sound representatives on board. STA Seattle is advised of the updated Persons On Board count. The coxswain brings the vessel out to the Puma King, circles the ship, and then hears a call from the station 41ft utility boat. The 41 and the Auxiliary coxswain arrange a rendezvous off Browns Point (location 'C' on the chartlet), and the vessel proceeds to the rendezvous location.
Ask the participants the following question. Be sure to listen closely to the responses. Remember, all responses to your question have value! 	**What issues are there in transferring personnel between vessels?** ***Anticipated responses:*** • Sea condition, and wakes from local traffic. • Relative size of the vessels: how they 'fit' together in terms of matching deck heights, and how they ride together • Gap between vessels: the larger the gap from the size of fenders, the bigger the step across the gap

Instructions	What to Say to the Participants
Say or read to the participants 	Excellent! Let's see what happens to this crew. There are two foot wind-driven waves at the rendezvous point and little traffic at the time to make wakes. The coxswain has fenders rigged on one side, posts a crewmember on the bow and stern ready with lines, and approaches the 41 ft UTB which is dead in the water with their fenders rigged. The two vessels temporarily moor to each other. The Auxiliary crewmember in the stern is chatting with a Coast Guard crewmember he knows on the 41 ft UTB as the two MSO personnel step across the gap between the vessels. The second person slips while stepping off the Auxiliary vessel and nearly falls into the gap between the vessels before being able to grab a handrail on the 41 ft UTB and pull himself aboard the CG boat.
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value! 	**What should have happened?** ***Anticipated responses:*** • Every Auxiliary boat is different. Many do not have a wide gunwale or other step in stepping off the boat from the side. • Sometimes the steps up from the cockpit make the next step across much harder. • There may not be handholds right at hand to steady somebody crossing over to another vessel. • The Auxiliary crew should always be ready (where the facility allows) to assist somebody in transferring.

Say or read to the participants 	Good responses. The problems with the evolution really can be broken down into 2 broad categories, the Auxiliary facility and the personnel involved.
	• The facility: many Auxiliary facilities are not designed for this type of work, the intrinsic design can present a hazard in personnel transfers
	• The personnel: there are several things that the crew of the Auxiliary facility could have (potentially) done to minimize the risk and avert the near mishap.
	  • Conduct a brief prior to the transfer. Make crew assignments. Provide instructions to those persons transferring about the procedure. These are issues of **communication** and **leadership** on the part of the coxswain.
	  • Be vigilant. **Vigilance** allows the time to take pre-emptive action and avoid potential mishaps.
	  • Maintain **situational awareness**. This is not the time for crewmembers to be having conversations. Everyone needs to be alert and engaged in making this transfer a safe as possible.

Instructions	What to Say to the Participants
Say or read to the participants 	**Let's return to the case...** With the MSO representatives transferred, the coxswain continues the patrol. He decides to transit to Point Defiance to take a look at the recreational traffic from the several marinas there, along with checking out the Washington State Ferry Terminal. While transiting, the coxswain again calls STA Seattle via his cell phone and reports the names of all aboard. The Point Defiance ferry terminal (location 'D' on the chartlet) is one home of the M/V Rhododendron, a 227 foot long 62 foot wide ferry that can carry up to 546 persons and 65 cars between Point Defiance and Vashon Island. The transit time across the passage is 15 minutes, and the interval between departures is about 55 minutes. As the Auxiliary vessel approaches Point Defiance, the crew watches the ferry steam away towards Vashon Island. They notice a medium size rigid hull inflatable with two persons on board immediately zip into the ferry dock area. One of the persons, from a distance, appears to be taking photographs. A crewmember uses the binoculars to look more closely, and lets the coxswain know of the activity. The coxswain decides to continue to the ferry dock to take a close look at this apparent unusual activity. The closer the facility gets, the more unusual this vessel, its occupants, and their activities seem to be. The coxswain has a crewmember record the registration number from the rigid hull inflatable, and decides to approach the boat. As reported by the crewman, the persons aboard the inflatable look towards the Auxiliary facility as it approaches, with orange slash patrol signs and uniformed crew members in orange PFDs. The inflatable boat suddenly accelerates out of the ferry dock, reaching 35 knots almost immediately, and heads toward the southeast (towards Tacoma).
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value! 	**What do you think the appropriate response is for an Auxiliary crew in this situation?** ***Anticipated responses:*** • Call for backup • Alert other agencies • Call 911 • Keep an eye on the boat • Contact the small boat on the radio

Instructions	What to Say to the Participants
Say or read to the participants 	Thanks, I think that we have some interesting responses. It is important to realize that the sole responsibility of the Auxiliary facility in this situation is to provide information. Our information is valuable because we generally know what the normal behavior of the "locals" looks like, so we can spot abnormal behavior. This is a critical element that, when combined with other leads, can provide valuable field intelligence. **It is equally important to reiterate that, as Auxiliarists, we have no law enforcement role at all.** **Let's see what happens….** The coxswain and crew are convinced this must have some "terrorist" or illegal connection, so the coxswain cries out for the crew to hold on. The Auxiliary facility accelerates to its maximum speed and starts off chasing the inflatable. The 30 foot facility generates a substantial wake during the acceleration and turn. The coxswain tries to radio STA Seattle from his position on the fly bridge, but at this speed it is difficult to communicate with the microphone in the wind. A half mile farther further, it is clear that the speed of the inflatable is far greater than the speed of the Auxiliary facility. From the handheld radio in the salon, a crew member hears a call on Channel 16 of a boater swearing and calling for assistance. It turns out that a small runabout with a father and young son aboard was leaving a marina at Point Defiance. They were only a short distance away from the Auxiliary facility when the facility turned and accelerated out of the ferry dock area. The runabout had been thrown around in the wake of the Auxiliary facility, and both persons on board had minor cuts. It had taken them a few minutes to settle down and see that their boat was still floating before they could make an angry radio call for help.
Ask the participants the following question. Be sure to <u>listen</u> closely to the responses. Remember, all responses to your question have value! 	**What went wrong here?** ***Anticipated responses:*** • Poor judgment on the part of the coxswain to give chase to the inflatable • Failure to notice the other vessels/objects in the area • Failure to consider the handling characteristics of the vessels creating a wake • Failure to follow proper procedures for reporting the suspect vessel to authorities.

Instructions	What to Say to the Participants
Say or read to the participants 	Thanks for the responses. Wow! It is unfortunate that the situation deteriorated to this extent and minor injuries to innocent bystanders resulted. A few key points should be emphasized. • There was a complete **loss of situational awareness**. The Auxiliary coxswain and crew increasingly focused on what appeared to be terrorist activity, and stopped looking at other traffic. Crewmembers stopped performing lookout duty, and instead the entire crew focused on that inflatable. • The **hazardous thought processes** come into play in this situation. We can have a macho 'cop' reaction or even view ourselves as invincible. The instinct to "chase" needs to be tempered. Think of the "what-ifs"! What if that inflatable really did have terrorists on board? What would the Auxiliary facility do if they "caught" the inflatable? The coxswain had a description of the inflatable, the registration number, and a description of the occupants. The coxswain should have passed that information to STA Seattle immediately. • The adrenaline rush that this crew undoubtedly experienced also worked to cloud their judgment. Failure to acknowledge the "rush" and the inevitable consequence of **tunnel vision** will no doubt increase the chance of poor outcomes or collateral damage. In this case, the collateral damage was the small boat and its two passengers, an incident which should not have happened. **Finishing the story…** The crew returned to the marina at Port Defiance to assess the condition of the passengers of the small boat. With the exception of the minor scrapes, they were unharmed and refused EMS assistance. The boat crew apologized and reported the incident to the station. They secured from patrol and submitted statements about the incident to the Officer of the Day. The Station Commanding Officer will debrief with the crew and conduct an investigation.

Thank you for facilitating the 2004 Operations Workshop. Hopefully, you and your participants benefited from the time spent together. If you have any questions, please contact:

Hank Foglino, BC-OEI
(631) 265-7811
foglinh@sunysuffolk.edu